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ABSTRACT

This manual suggests ways of developing youth leadership, especially among urban youth in multicultural settings. The manual is divided into three sections. Section I, "What You Need To Know: By Youth for Youth," written by youth leaders from Cambridge Public Schools, provides tips on how to be an effective group leader. It discusses decision making, getting along with others, and problem solving. Section II, "For Adults Working with Youth," is directed toward youth workers, teachers, planners, and administrators. It presents a philosophy of youth leadcrship and some guidelines for effective youth work. The largest section, Section III, presents 18 exercises that transmit the skills, values, and knowledge essential to youth leadership development. The exercises focus on three broad areas: (1) warm-up exercises, listening and communication skills, and leadership development; (2) self-confidence, interpersonal relations, and values clarification (including exercises on multicultural awareness and sexual harassment); and (3) developing skills in public speaking, problem solving, and decision making. (KH)

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WHAT YOU NEED TO KNOW

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A Manual on Developing Youth Leadership

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Community Training and Assistance Center

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WHAT YOU NEED TO KNOW:

A Manual on Developing Youth Leadership

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Boston, Massachusetts

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INTRODUCTION

This manual is an outgrowth of the Community Training and Assistance Center project, "Youth Leadership in Public Education: A National Training Model." During its two-year implementation, this project helped to link youth leadership with multi-cultural education and improved educational practices. In response to needs identified by both youth and educational professionals in Cambridge, Massachusetts, CTAC developed a comprehensive model training series targeted to urban youth from Asian, Black, Creole, Haitian, Hispanic, Portuguese and White cultures. The training developed skills needed for effective youth leadership, on both school and community issues, and for increased school effectiveness.

Nationally, there exists a critical need for models and materials that can assist agencies and school districts in preparing youth for the transition to adulthood and leadership. As a result, this manual has been designed to assist, guide and stimulate others interested in developing youth leadership.

The manual is divided into three sections. Section I, "What You Need To Know," was written by youth leaders from the Cambridge Public Schools and is targeted to other youth. Section II, "For Adults Working With Youth," is directed toward youth workers, teachers, planners, and administrators. Written by trainers, it presents a philosophy of youth leadership and some guidelines for effective youth work. Section III, "Exercises," the hands-on part of the manual, provides a variety of youth training activities.

This information has been gathered to provide a resource for youth leadership projects. We hope you will find this manual useful and that it will help you to experience the successes enjoyed in its development.

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I. WHAT YOU NEED TO KNOW: BY YOUTH FOR YOUTH

This section is written by youth who are already effective leaders for youth who want to become effective leaders. It provides tips on what you need to know to become one.

A. Actions of a Leader

As a leader the directions in which you steer your group will be critical to your success. Many times your actions will be criticized, whether you like it or not. Even though some criticisms may be constructive, and others not, remember to listen to it all. Just because you are the leader does not mean you have total control over the group. Everyone's actions and ideas count. Don't let anyone walk all over you, but remember not to walk all over anyone else.

1. Making Decisions

To make a decision, you must first weigh all the advantages and disadvantages of your choices. The entire group should be included in these kinds of discussions. Take into account all observations and statements that are made. The group's input is invaluable, as is your own. For the final decision, either you could make it, or take a vote and let majority rule.

The choice of making the decision yourself or taking a vote depends on the situation. If it's an emergency, you may find it necessary to decide yourself. In another situation which is not an emergency, majority rule may be necessary, or it may be the way you and the others in the group wish to handle the decision-making.

2. Steering a Group

When you have finally come upon the decision that is right in

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your own mind, putting the entire group on that course is another matter. Some people may agree but there are sure to be some people who will not. When you encounter the opposition, take a firm stand. Tell it like it is. Put all the facts, as you see them (advantages and disadvantages), on the table. Don't hold back your ideas and opinions. Bring in the opinions of others, too. Remember to try not to be intimidated in any way by your opposition. Race, size, color, religion and beliefs of your opposition do not matter! It all boils down to your mind against theirs. But remember that you are not doing battle. Rather, you are trying to help the group in its course. Try to understand your opposition's ideas, even if you don't agree. Make concessions and maybe you'll all come to an agreement.

3. Taking Responsibility for Your Actions

When all the decisions are made and carried out, the outcome is very important. If you made the final decision, then you are entirely responsible. Even if the outcome of your decision is disastrous, take the blame and responsibility for the consequences. Though you may not have made the final decision entirely by yourself, people will always be quick to blame you. Don't get defensive. Calmly remind them—the people who blame you entirely—that though you had input, the decision was not all yours. Agree with them that, yes, you are partly to blame, but don't back down. Remind them that it was a joint effort. Do not make it seem that you are shirking your responsibilities and do not be apologetic. You don't have to apologize when a decision goes wrong. Just take it in your stride. Remember, though, to try to learn from past mistakes. The information learned from past mistakes may be invaluable to you and the group in the future.

4. Helping in Working Out Problems

If there is disruption or hostility in the group, you must quickly nip it in the bud. In other words, resolve the problem as quickly as possible.

This will not be easy. First, get to the bottom of the problem by finding out what the main issue is. Then, find some sort of common ground where each side agrees on one thing. Try to work from there. By letting each side tell its own story without interruptions from the other, you can show that you are being impartial (which, of course, you must be; to take sides only makes things worse, no matter what your personal feelings are).

When each side has given in a little, encourage them to give in a little more. Have them compromise, or at least move toward a compromise. Keep building on whatever common ground has been established. Soon, through this "building" the problem may be solved and each side pacified.

5. Making Quick Decisions

In some emergencies, you may have to make vital decisions with little or no time to evaluate the choices at hand. Therefore, you must try to train your mind to be more agile and to make choices quickly, with less information.

To train your mind is not extremely hard, but it is difficult. To do this, you can do small mind exercises. Such an exercise would be to pretend to be in a variety of situations. Limit your choices and give yourself only a certain amount of time for each situation.

One extreme situation, not the best to start out with, is pretending that you are the leader of a nation and that a foreign country has just fired nuclear missiles at you. The missiles will arrive at, and blow up, your country within sixteen minutes. Should you fire nuclear missiles in return? Or, should you just leave it at that? Take into consideration all the factors and consequences before making your decision.

Another situation is pretending that you and the group are stranded in a city and don't have any transportation. You must take charge of the group and somehow arrange for transportation. What are your choices? Figure out what your choices are and decide what to do. Again, remember to assess different factors and consequences.

Situations such as the ones just described may be too difficult for you to begin with, but try to work up to that level.

6. Getting the Most out of Others

A good leader must have the ability to get the most out of his or her group members. To milk every ounce of information a person may have on a subject is definitely beneficial to the group but not very easy to do. Sometimes, you have to force an issue in order to get others to speak, but be reasonable. Some people may be shy, so even if you're forcing an issue, that's no reason to be ignorant and pushy.

Remember never to be brutal. You must reason with people that

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their knowledge is invaluable, and indeed, in most cases, it is!

7. Being Prepared

Being prepared is a major part of communicating, especially when presenting yourself in front of a group. If you are not prepared, you could embarrass yourself or the group you represent. Being prepared doesn't mean reading your words over fifty times. It means knowing what you're talking about and being willing to put yourself forward.

Another step in being prepared to speak is having confidence in yourself. People can tell if you don't have confidence in yourself—you sometimes stutter or move around while speaking to the group.

If you are preparing a speech, it is a good idea to write down an outline and read it a few times before you make your speech. An outline is a summary in the form of a list. The important parts of a speech should go into an outline.

Speaking in front of a group, or even talking to a friend, takes preparation. Prepare your words before speaking and remember not to talk too quickly.

8. Being Brave

For a leader to stand up, face all opposition and remain firm on his or her decision and reasoning is very good. But, again, this is not very easy. In your mind, you are right. In your opposition's mind, they are right. So, face criticism, even though some of it may be damaging to you. Even if you don't want to, you must. No one will follow a leader who does not have the stamina to stick it out when the going gets rough. Do not be frightened! At least, don't show you are. Remember, your opposition is probably frightened, too.

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9. Disguising Intent to Help Others

Though someone may need help, he or she may be too proud to accept it. In fact, the same thing could be said for you, the leader.

When someone needs help, an opinion, or encouragement, offer it to them. Do not make it sound as if they are incompetent, but let it be known that you are there if help is needed. Let them know that you can be a very good listener, if they wish to talk. Let them know you can give opinions or advice if they need or want them.

Some people may get defensive when you offer help and strongly put you off. If that happens, you must devise a plan (but only if you know that person needs help or advice). One such plan could be to talk to someone intimately, if there is a personal problem. Try to get them to express their problems and fears. Try to help find solutions or recommend a counselor to them. Talking things over never hurts.

10. Listening

Listening is a major part of becoming a leader. Listening is not a hard skill to develop if you pay close attention and understand what is being said. If you don't understand what is being said, you should ask questions.

Four key steps to good listening are to (1) look at the person who is talking, (2) pay attention to the person's words, (3) be aware of the person's feelings and (4) say something to show you are listening.

What happens when someone misunderstands what is being said or doesn't concentrate on what is being said? Sometimes, people color or change what has been said. This results in people misinterpreting each other.

11. Using Time Wisely

Since a leader's duties and projects, with or without group participation, are so many, it is necessary to ration time. Allot a certain time for everything in a schedule. For example, you could write down on your schedule, 9:00 to 10:00, there will be a session concerning a fundraising project. This way, everything will be organized.

Stick to your schedule and do not waste time, or you'll never get finished with the agenda you have planned. Besides, using your time wisely sets good examples for group members.

12. Having a Sense of Humor

Because issues may be very vital, a good working atmosphere is

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very important. So keep the atmosphere relaxed. Be humorous. Approach people's funny side, while keeping on the business track. Remember not to target any jokes toward any person or persons. Sometimes this is easy; sometimes it's not. This depends on the situation you are in.

If the tension is so thick that you could cut it with a knife, try to put in some humor, any way you can. Humor can kill tension. (Again, don't target the humor.) If you let people get too tense, they don't work well at all. Also, they get very bored if their jobs are monotonous.

B. Techniques of Leadership

1. Getting Others Interested

Whatever you do, whether it be speaking in public or organizing a group, you must try to make the subject interesting. To do so, be sure to avoid lying or exaggerating. Just tell the truth in easy-to-understand language. Bring out and stress all the high points in the project. Make the project something people of all kinds will be interested in.

2. Rewarding Versus Reprimanding

While at a meeting or during an activity which might involve criticism, you must keep an open mind concerning reprimands and rewards. There are two kinds of reward. One of them has to do with bribery, such as telling someone in advance that they will receive some kind of reward or favor for something they do for you. The other is something of appreciation. For instance, when someone does something for you, you may want to show appreciation. Remember, it's one thing to show appreciation; it's another to show favoritism.

On the other hand, you must know when to reprimand someone for shirking a responsibility. Do not falsely reward someone who really deserves a reprimand. For example, say someone verbally lashes out at someone else for a mistake that the person has made. Do not reward the speaker for pointing out the mistake to the other person. Instead, reprimand the speaker for doing it so cruelly.

3. Helping to Understand Others' Feelings

When people have a problem, or are in difficulty, you must put yourself in their position. Thir way, you can understand their situa-

tion with more insight, and maybe identify it with one of your own experiences. By identifying with the situation, you can give better ideas and possibly help others to resolve their difficulty or problem.

4. Giving Help Individually

Each member of the group you are leading needs personal attention, but not so much as to favor one member over another. If one member of the group has a problem, privately take him or her aside and discuss the problem in a genuinely concerned way. Don't be unfeeling by asking, "What's wrong with you?" in a harsh tone of voice. Try to talk to them about their problems, but remember, not in front of others. Ask if something is wrong or if there is some difficulty. After you find out what the problem is, try to support solutions (reference: "Helping to Understand Others' Feelings" above).

5. Adapting to People and Situations

When speaking to certain persons about a specific subject, try to relate to them on any possible level. Realize whom you are dealing with by the manner in which they conduct themselves, express their opinions and take sides.

Even a very well planned strategy can go wrong if the people you are dealing with react differently from what you had expected. For example, say you are trying to convince a board of directors not to tear down a forest and then build a housing complex. Point out to them that they would be taking away the homes of wildlife, and possibly killing the animals. If the directors don't really care for wildlife and are really not interested in the welfare of animals, you will need to change tactics. Show them several other, more feasible locations. For example, appeal to their interest in making a profit by pointing out that less money would be needed to build because they wouldn't need men and machinery to pull down the trees or to level the ground.

6. Dealing with Troublemakers

When an interference or interruption is made by a person or persons, it must be dealt with quickly and efficiently. Ask them to try to contain their outbursts while the session is going on. Tell them that if they do not stop being disruptive, they will have to leave the meeting. Give them just so many chances before you make good your warnings of making them leave.

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7. Excluding and Including

In a group, there will always be someone or some people who are excluded by other members. They may just be too timid to jump into the group, and you and other group members may have overlooked them.

To rectify this, try to include them in discussions by asking for their opinions and ideas. Try to draw them into the various issues as much as possible. After a while, they may gain confidence and take the initiative, themselves.

Another kind of exclusion is racism and prejudice. If you find that certain people are being excluded because of their culture, race or religion, you should immediately call a discussion and point this out to everyone in the group.

Undoubtedly, people will want to have their say on the matter, and you should let them. Tell everyone that if, in the future, this continues, those who have participated in excluding others will be forced to leave. Though forcing someone to leave is not the best solution, it is fairly effective.

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II. FOR ADULTS WORKING WITH YOUTH

A. Youth Leadership: An Overview

Although, in the past, people have been trained for professions and vocations, only recently has there been a focus on training people for leadership. A recent trend in education and the social services has been the development of youth leadership, particularly in multicultural settings, to prepare youth for the responsibilities and challenges of an increasingly complex world. In some areas, this has resulted from the desegregation of the public schools, with students being caught in the cross-fire of racial tensions in both their schools and communities. Consequently, youth leadership programs have been designed to teach youth to examine their attitudes and values, re-evaluate their behavior, work together with students from different backgrounds, and develop organizational and planning skills. Although the structure and style of programs may vary, the following philosophies have often produced successful leadership efforts.

Leadership is a Learned Skill

Some people are said to "have an ear for music," but almost anyone can be taught to play a tune with the right training, encouragement and practice. It is much the same with leadership. Some people are perceived as being natural leaders—but most of the characteristics and skills of leadership can and need to be learned and developed over time. Good leaders have definite traits and skills, ranging from eloquence and self-confidence, to a sense of responsibility and the ability to organize. These are not necessarily in-born. Leadership training can provide the opportunity for youth to develop speaking and writing skills, poise and relationships that are charac-

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terized by respect and understanding. We can learn to develop our assets and strengthen our weaknesses. We all possess different qualities that can aid others in the achievement of group goals. This is leadership and it can be learned.

Leadership Based on Team Effort

The traditional organizational chart looks like a pyramid, with final responsibility and authority resting with the person at the top. This is only one model of leadership.

People who work within a group are also leaders because, at different times, each one can exert leadership to influence the group. Too often, emphasis is placed solely on working as an individual. As a result, people often find it difficult to work as a team.

The traditional model works well in many contexts, but we also need to develop a better understanding of alternative leadership models. When working with youth, a model can help a group process and aid youth to learn to work cooperatively to achieve goals. They can learn to appreciate the many tasks, skills and responsibilities of the designated leader, as well as to recognize the importance of each group member in fulfilling roles and responsibilities for the good of the group.

We are all leaders and followers in different situations. An example from the Civil Rights Movement may help to illustrate this point. Dr. Martin Luther King, Jr. became the central leader of the movement, but the many people who marched, sat-in and protested were leaders as well. Training others for leadership was an essential part of this movement. The best leaders do not hoard power for themselves, but rather look for ways to transfer their skills to others so that they, too, may lead. Likewise, training youth to both lead and work together is a key concept in many leadership programs.

Youth as Responsible Decision-Makers

For a leadership program to be effective, the opinions, ideas and decision-making capacities of young people need to be respected and valued. Young people are often described as immature, irresponsible and not old enough to make wise decisions. When students are expected to behave this way, they usually will. But given an opportunity, encouragement and support, youth leaders can, and do, act responsibly and make thoughtful decisions. Their perceptions of events and situations are valuable; their viewpoints need to be heard

and taken seriously. Administrators, teachers and other adults in authority benefit by recognizing student potential and achievement.

Leadership Training as a Step Toward Effectiveness

The skills and values that students learn in leadership programs are useful in all aspects of life. They include learning to think for one's self, analyze problems, plan strategies and make decisions. Youth also learn to advocate for their rights and to organize others to do the same.

Perhaps most important is the development of self-confidence. The many other skills they learn may go unused if they do not develop the related confidence in their abilities. Overall, leadership skills provide the groundwork for making people active, involved citizens who can move forward confidently with others to improve their communities. Youth leadership training encourages the citizen participation that is essential to a democracy.

Youth leadership programs serve a variety of purposes that can be classified in the two broad categories of personal development and skill-based development. Although there is much these two areas share, there are specific topics under each heading that merit attention.

Personal Development

Youth leadership training helps adolescents to learn to be independent and think for themselves. Through the development of increased self-confidence and self-esteem, they feel more comfortable with formulating and presenting their opinions, and their values and attitudes become more refined as a result of looking at their beliefs and actions.

Helping youth to identify their values, though a time-consuming and complicated task, is an important aspect of leadership development because it allows youth to examine the effects of values on their behavior and actions. Further, this can help them to better understand the actions of others.

It is also critical to develop leaders who are aware of human diversity and have the skills to encourage productive relationships among people of all backgrounds. Because youth often encounter pressure to conform, special efforts are needed to help them learn to value diversity, particularly in language and culture, and to view differences as positive qualities. A useful way to consider this concept

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is to think of a "tossed salad"— each ingredient retains its individual identity while still being an asset to the whole. Recognition of the value of diversity is a three-stage process in which youth must learn to (1) see themselves as worthwhile, (2) understand that their own origins and individuality are assets, and (3) recognize that the cultural background and uniqueness of others are valuable aspects of a melting-pot society.

Racism and sexism are two other major forces that cause us to misjudge and mistreat each other and that can limit and restrict our capabilities. Effective leadership needs to understand these "isms," examine how they operate, and begin to develop strategies for interrupting their effect.

Leadership training needs to help youth make sense of the world around them. A heightened sensitivity to human diversity—ranging from race and gender, to class and age—is a vital part of the process of developing leaders with increased vision and wisdom.

Skill-Based Development

These skills deal more directly with the art of planning, organizing and implementing strategies to achieve goals. Through leadership programs, students can learn concrete problem-solving models that can be used when making a wide variety of decisions. The activities can help youth analyze different solutions to problems, weigh the consequences of these solutions and then make decisions as to the best strategy in a particular situation. The experiences help youth to think critically and to solve problems in new and creative ways. Organizational and planning skills emerge as youth leaders learn how to run meetings, write agendas, form committees, develop time-lines and analyze forces that help or hinder the achievement of their goals.

The experience of working together in a group provides youth leaders with opportunities to develop their leadership style, to practice public speaking and to learn how to advocate for their ideas as well as negotiate and compromise with others. Simulated role plays create an opportunity to practice these skills in a safe and supportive setting where the consequences of their choices can be viewed, discussed and analyzed. This is particularly helpful when learning to mediate conflict and make choices within one's peer group. Working in a group lets students play the roles of both leader and group

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member. This helps show students the need for communication and how it can be disrupted by cliques, bullies, elitists, prejudices and negative attitudes.

Leadership teams provide many students with their first chance to work in a supportive and meaningful way with students from different neighborhoods and backgrounds. In this way, it is hoped that bridges can be built that go beyond the boundaries of the leadership team itself.

B. Guidelines for Adults Working with Youth

There is no magic formula that guarantees success when working with young people. But, if one notion could be a guide, it would be, "We are role models." When working with youth, we are more than advisors. Young people look at adults and notice the way we walk, talk, teach, dress and interact with others. They are sensitive to what we say, how we say it and the general persona we emit. Consequently, we must be cognizant of the roles we play, and the influence these have on adolescents. The following may serve as a guide:

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1. WE ARE THE ROLE MODELS

Display a Positive Attitude and Enthusiasm Toward Your Students and Your Work

One student said, "You've got to really like kids!" This is worth restating. Students need to feel that you care. Enthusiasm, or lack of it, may very often set the tone for the youth group, so be involved, active and committed. Let students see you as a learner, the type of person who is always searching for knowledge and answers to challenging questions.

Read the literature about youth leadership and try to meet others in the field. Let your personality come through. Reach out on a personal level. Try to drum up excitement and support for your program and its youth leaders. In schools, teacher involvement in activities outside the classroom gives students the clear message that learning takes place in all contexts. Be sensitive, energetic and try to help youth feel good about themselves and their accomplishments. And don't forget to smile—optimism is contagious and encourages others to participate.

Be Honest, Straightforward and Sincere

Young people can spot a phony in a second. Be straight with them. Treat them as young adults—don't talk down or whitewash when you speak to them. Be as direct as you possibly can. Give praise and credit where it is due, and compliment them as often as you can. Conversely, don't be afraid to disapprove or reprimand if it is warranted. If your relationships with young people are based on mutual respect and caring, they will be better able to hear your criticisms, will respect you more for being frank with them and will appreciate your sincerity.

Demonstrate Respect for and Acceptance of Their Knowledge, Their Abilities and Their Diversity

Respect is a reciprocal process—we only get back as much as we put out to others. Don't expect it simply because you are the adult. Respect often builds from appreciating youth diversity.

As adult leaders, we work with a wide array of youth who have unique personalities, different expectations and varied experiences and skills. One of our key responsibilities is to help them to better understand themselves and each other and to work together as a cohesive unit.

Our own attitudes towards the youth we work with serve as models for their behavior. The words we speak, the people we choose to perform tasks and the ways we evaluate are all noticed and interpreted. Our values and attitudes are revealed through our language and behavior, and young people can read the signals. We need to be sure that the messages that we are sending are the ones we mean to transmit.

Working with youth provides adults the opportunity to examine and evaluate their own values and attitudes, particularly regarding race, gender, age and class. None of us is totally free from prejudice; we need to be confident enough within ourselves to be able to question our own assumptions and behavior and not be fearful of what we might find. It is a positive nonjudgmental approach which helps both adults and youth leaders to grow.

We need to provide a model of appropriate behavior. This includes using language that is free of racist and sexist terms. If related issues come up within the group, use them as opportunities to initiate discussion. Include these topics as a fundamental part of the leadership training. By doing such things, we can create an atmosphere that sees diversity as challenging and natural.

Maintain High Expectations for Yourself and Your Group

Try to discover the talents and skills that each young person has to offer and work to develop them. Build on strengths and try to have those who are more skilled help their peers.

Often, students indicate that their teachers and adult trainers do not expect enough from them. Consequently, they perform less, thus reinforcing the low level of expectation. It is important to set realistically high standards for work, responsibility and behavior. As one student notes, "Expect the best and you'll get the best."

Establish Standards of Responsibility and Commitment

When youth work together to achieve a common goal, they need to know, from the start, what responsibilities, standards of behavior and level of commitment are required. Youth leaders must take their responsibilities seriously. Likewise, adults working with youth must be committed to meaningful student involvement and to working with youth in a variety of contexts. Adults need to work with youth to set ground rules and standards of responsibility and accountability that are clear and consistent. Give youth credit for their accomplish-

ments, but also stress that they must assume the appropriate responsibility when things don't go as planned.

Be Consistent, Fair, Dependable and Available

Students need to know what to expect from you. As a result, your philosophy and approach must be consistent. They need to know that they can count on you to follow through on the commitments you make to them. You must be well-prepared and on time for meetings, if you expect them to do the same. A sense of respect and fairness must guide all your behavior. It is inevitable that you will get along with some students better than with others, but is always important to avoid even the appearance of favoritism. There will be times when you will need to exercise your authority, but do so in a fair way. Set policies and stick to them.

Let students know when you will be available and try to make that time a priority. Working with youth puts great demands on one's personal time. You should establish your own limits, while acknowledging the amount of time and care your role demands. For example, you will often act as a counselor for personal problems and can be of great assistance to youth in this part of their development.

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Be a Guide and Advisor, Not Director or Controller

But we are talking about youth leadership — so let the students lead! It is sometimes very tempting for adults to take charge — it is easy for adults to do so and equally easy for students to sit back and let it happen. Learning and growth are slow processes and your "taking over" in the interest of efficiency will not necessarily help youth to develop the skills they want and need. Students are accustomed to the one-person authority model, so that they may easily defer leadership to you. Try to redirect it back to the group. Be a facilitator; offer resources, information, encouragement and reinforcement. Assist them in being leaders and celebrating their successes. And be ready to advocate and take risks in defense of the program's goals, values and activities.

If you are the role model, then you must exhibit the qualities that you wish them to emulate. You must know how to teach, plan, lead, follow, confront and compromise.

Look for Contexts Where Youth Exhibit Leadership

Look for those students who seem to have the ability to get things done and who can accomplish goals by motivating others. Be cautious of leaning only toward those youth who show traditional characteristics of leadership. Leaders surface in many contexts and exercise their leadership in different ways. Non-traditional leaders may often exert leadership in their peer groups in ways that may be disruptive. The challenge is to discover ways to bring these types of leaders and potential leaders together on issues of mutual support rather than those of antagonism toward school and community. Make an effort to include the widest possible cross-section of youth in your program.

Ramifications of Youth Leadership

Youth participation requires, by definition, a need for flexibility within the existing organization, particularly in schools. As students and youth develop their skills, they are likely to advocate for changes and reforms that will in some way alter the system's present operation. Those who hold power are usually resistant to challenges to the established order, especially if the challengers are perceived as less qualified—in this case, seeing youth leaders as too young to make valid decisions. So be prepared for the ruffling of a few feathers, perhaps even your own!

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Finally, develop your sense of humor and your patience—you'll need them both.

2. YOUTH VOICES

Youth leaders were asked what qualities they felt adults should possess in order to be most effective with youth and they emphasized the following:

"Adults who work with youth should have an outgoing personality, be fun, talkative, understanding, easy-going and enjoy their job."

"It's real important to be involved and active. Seeing the adults who work with us involved makes us want to participate, too."

"Always be open-minded and fair. Allow us the right to say what we feel without passing judgment. You should be interested in and respect what we have to say. You can demand a lot, but give us enough time to complete the work."

"The bottom line is, you have to really like kids! Don't be scared of us. Respect us and we'll respect you."

As one student said after a discussion, "We expect a lot, actually!"

3. NOTES TO ADMINISTRATORS

Endorsement of the Program

Although administrators do not usually work directly with youth leaders, there are many ways in which you can be supportive of leadership activities in your school or community agency. First, and foremost, is the full endorsement of the program. Endorsement by the central administration is critical to a program's credibility and success. The impact of this should not be underestimated. Projects with strong administration support will usually gain corresponding support, respect and credibility from staff, parents and participants.

Leadership development programs need to be taken seriously. In schools, they need to be presented as legitimate educational experiences. If a principal allows the program to be perceived as being a frill or extra-curricular, success will be difficult to achieve.

Open Communication

Communication between youth leaders and administrators is essential. For this to happen, there must be trust and compromise. Some principals are reluctant to give students a voice in their schools because of negative past experiences and the students, themselves, may sometimes be their own harshest judges. Youth learn and grow. If students are not perceived as responsible decision-makers, such growth will not occur. Be sensitive to the fact that dealing with administrators can be a very intimidating experience for youth. Therefore, you will have to make special efforts to involve them and help them to feel at ease.

Support

You can demonstrate your support concretely by making available resources over which you have jurisdiction. Offer budgetary assistance whenever possible, as well as access to other resources and materials that are available to your school or agency. Your position of influence can be used to highlight the program. Mentioning and publicizing the leadership activities increases their visibility within both the school and community.

Guarantee Meeting Space and Meeting Time

In a school context, regular meetings scheduled on school time are an enormous asset. Awarding academic credit for leadership ac-

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tivities also further legitimizes the importance of the program.

Administrators have a large responsibility for the maintenance of programs in their schools and agencies. There is often a discrepancy between the goal of youth leadership development and the actual support made available to achieve this goal. Your level of commitment can determine whether the program is likely to succeed, fail or fall short of its potential.

A Special Word About Schools

In schools there are two areas that often produce difficulties for program implementation. These are meeting times and criteria for student participation. They have both been mentioned elsewhere in this manual, but a few more words need to be said.

Meeting Times: Leadership meetings that take place during school hours conflict with regular class time. This can create much discontent among faculty, particularly in schools where student test scores are below the national average. Strong administrative support in this area may help to alleviate misperceptions of leadership training as an extra-curricular frill. Leadership training is a legitimate school activity where students practice basic skills in reading and writing, learn about history and current events, and have an unparalleled opportunity for personal growth, as well. Regular meetings during school time are necessary because many students work or have other responsibilities after school.

Transportation may also present problems. This is not to say that no meetings should take place outside of regular school time. It just means that a regularly scheduled meeting time during the school day needs to be built into the program. A rotating schedule (i.e., Week 1: Period 1; Week 2: Period 2; etc.) can help to alleviate the pressure on any one particular academic subject or teacher.

Criteria for Participation: One perspective is that only those students with good grades, good attendance and no disciplinary problems should participate. Another view is that those who express the desire and commitment to youth leadership should be included, regardless of grades, attendance and discipline record. The former sees involvement as a reward for those who have already proven their leadership and responsibility, and the latter views involvement as an opportunity for personal development and growth that may actually help to improve grades, attendance and behavior.

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It is problematic, as each point of view has valid arguments and compromises need to be made. For example, if a student consistently fails several classes, he or she may not be able to afford to lose any class time. In this case, a probationary period could be instituted until student performance reaches an acceptable level. Suppose another student cuts class a lot, yet always attends leadership activities and follows through responsibly. The question may then be raised: "What is it about the leadership program that motivates the student to attend?" It is a complicated issue that needs to be discussed among administrators, advisors and youth early on in your program.

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III. EXERCISES

In many ways, this is the most important section of this manual. It includes a series of training exercises, from various sources, that transmit the skills, values and knowledge that are essential to youth leadership development. These exercises have been tested with youth leadership groups composed of students from grades seven through ten and have been found to be effective and enjoyable for both participants and group leaders. For each exercise, we have outlined objectives, materials needed and a step-by-step procedure. They are intended for use by an adult trainer with groups of 20–25 students, although they can be easily adapted to accommodate groups of other sizes.

There are a total of 18 exercises in this unit. They focus on three broad areas:

The Basics — including warm-up exercises, listening and communication skills, and leadership development;

Looking at Ourselves and Others — focusing on self-confidence, inter-personal relations and values clarification; and

Skills and Practices — exercises dealing with organization, planning and decision-making.

A. The Basics

This section is divided into three exercise areas: warm-ups, communication, and leadership. Warm-ups are short exercises that are used to begin meetings and to help loosen up the group. The communication exercises are used to present different forms of interaction. And, finally, the leadership exercises are intended to help students define leadership style and qualities.

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1. Warm-up Exercises

a. What's in a Name?

Purpose

To help participants get to know each other and feel at ease in the group.

Materials Needed

None

Procedure

Have students sit in groups of three. Ask the participants to give responses to the following questions:"

—"My full name is . . ."

—"But people usually call me . . ."

—"When I was young, my nickname was . . ."

—"I liked (or disliked) my nickname because . . ."

—"The name I prefer to be called now is . . ."

—"If I could change my name I would change it to . . ."

Then request that the participants close their eyes and mentally look at their birth certificates. After a few seconds, ask any other questions that you think may help them discover more about "What's in *their* name?"

Tell the participants to open their eyes for two to three minutes and briefly share any details they wish about "what's in *their* name" with the other people in their triads. After the sharing time, ask participants to discuss what insights they have gained from the activity.

b. Self-Adjectives

Purpose

In this exercise students describe themselves to others through selecting self-descriptors.

Materials

Self-Adjectives list for each participant

Procedure

1. Explain to your group that it is often hard for people to think of words with which to describe themselves.
2. Hand out a list of self-adjectives to each student and tell them to choose the six words they feel best describe them.

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3. Call time at ten minutes. Have students get in a circle of 6–10 and share their six words. (As an option, if you have time, do the sharing in one circle.)
4. After everyone has shared, ask students to discuss, as a group whether or not the exercise has helped them get to know other students.

Note: You may repeat this exercise asking students to choose the six adjectives by which they would most like to be described.

SELF-ADJECTIVES LIST

Directions: From the list below, choose the six adjectives that best describe you.

Able	Efficient	Nervous	Self-conscious
Accepting	Energetic	Noisy	Selfish
Aggressive	Fair	Normal	Sensible
Ambitious	Free	Organized	Sensitive
Annoying	Friendly	Passive	Serious
Bitter	Gentle	Perfectionist	Shy
Bold	Greedy	Pleasant	Silly
Brave	Giving	Questioning	Sociable
Calm	Happy	Quiet	Stable
Carefree	Hard	Radical	Strong
Careless	Imaginative	Realistic	Stubborn
Caring	Immature	Rebellious	Tender
Cautious	Independent	Rejecting	Tense
Clever	Intelligent	Relaxed	Thoughtful
Complex	Jealous	Reliable	Tough
Confident	Kind	Religious	Trusting
Conforming	Lazy	Respectful	Understanding
Critical	Loving	Responsible	Vain
Demanding	Manipulative	Rigid	Warm
Determined	Materialistic	Sarcastic	Willing
Dreamy	Merry	Self-accepting	Wise

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2. LISTENING & COMMUNICATION EXERCISES

a. Wordless Communication

Purpose

To create an awareness of the role of non-verbal communication, and to show how people communicate without using words; ar introduction to what body language is all about.

Materials

None

Procedure

Select 3–5 volunteers and send them out of the room. Explain to other group members that the volunteers will be asked to carry on a three-minute conversation without using words, sounds or props. They must remain seated throughout the exercise.

Ask the group to observe what the volunteers communicate through their body language, watching for signs of embarrassment, awkwardness, leadership, confidence or lack of confidence, nervousness, etc.

The volunteers are called back into the room and are directed to carry on the three-minute non-verbal conversation, without knowing what the rest of the group will be watching for.

After three minutes, the observers will discuss what they saw. The volunteers will be encouraged to talk about their feelings.
Source: Community Training and Assistance Center

b. One-Way & Two-Way Communication

Purpose

- To experience the effectiveness of two-way communication through participation.
- To show how important communication is for effective leadership, and to remember that it is a two-way process. In this exercise, you will see demonstrated the advantages of two-way communication as opposed to one-way. Leaders should be willing to receive as well as send communication.

Materials

- One piece of 8 × 11 paper and a pencil for each participant.
- Desks or table to accommodate drawing activity.

Procedure

- Divide participants into groups of 4–6 members, arranging groups so that it is impossible for one participant to see another's paper.
- Give each participant a piece of paper and pencil.
- Choose one leader from each group to sit with his or her back to their group.
- Give this leader Chart A with the squares drawn on it. Give the leader time to read the instructions on this sheet.
- Tell other participants sitting in their groups that they may neither ask questions of their leader nor talk to one another nor look at each other's papers.
- When reading of Chart A is completed, hand Chart B to this same leader. Let him or her read the instructions.
- Tell other participants to turn over the papers and instruct them that the same exercise will be repeated with the following modifications:
  a. A different drawing will be used by their leader.
  b. The leader will face his or her group members.
  c. The participants will be able to ask questions of their leader, which will be answered.
- Have groups choose the drawing they did best by comparing Charts A and B with that of their leader. Ask why their second drawing came close to looking like the drawing on the leader's Chart B.

Source: McLaughlin, Robert L., *Student Group Experiences for Developing Human Relations, Volume I,* Yakima Valley Vocational Skills Center, 1981

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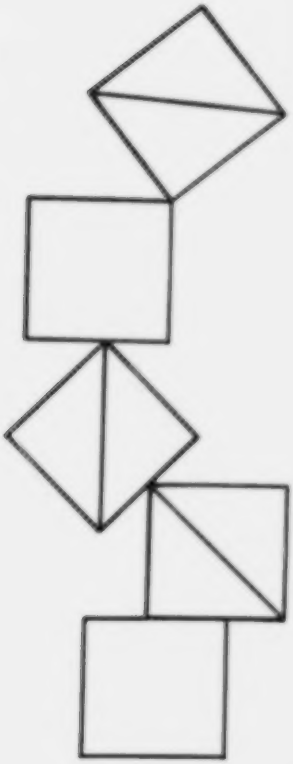
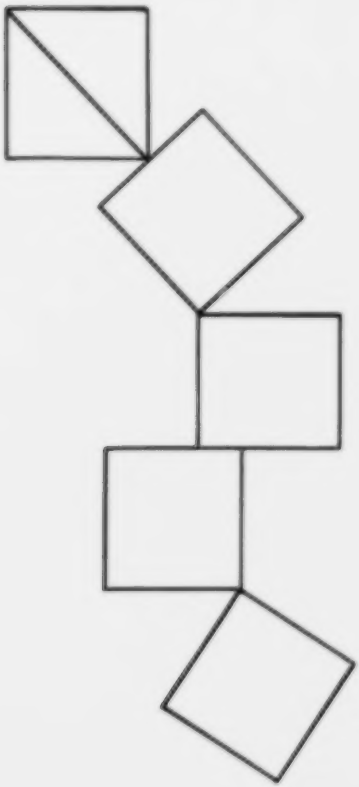
CHART A
One-Way Communication



INSTRUCTIONS: Study the figures above. With your back to the group, you are to instruct the participants how to draw them. Begin with the top square and describe each in succession, taking particular note of the relationship of each to the preceding one. No questions are allowed.

CHART B
Two-Way Communication



INSTRUCTIONS: Study the figures above. Facing the group, you are to instruct the participants how to draw them. Begin with the top square and describe each in succession, taking particular note of the relation of each to the preceding one. Answer all questions from participants and repeat, if necessary.

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c. "Who Dunnit?" Murder Mystery

Purpose

To help plan and organize a group's activities in order to solve a problem.

Materials

- One packet of clues for each group.
- One answer key for leader.

Procedure

- Form groups of equal size, preferably with no more than eight in a group.
- Cut the clues (following) into strips of paper containing one clue each. Put all clues in an envelope and seal. (This constitutes one packet.)
- Give each group one packet and simply tell them to answer the questions: Who did it? When? With what? Where? Why?
- Instruct each member to take an equal number of strips of paper. Once an individual has these, he or she is at no time to give the slips to someone else or to put the clues back in the center for others to take. He or she is to keep them and is the only one allowed to read the information to the other group members. This applies to all members in each group.
- After the groups feel they have the answer, compare it with the key.
- Lead a discussion on planning and solving problems.

MURDER EXERCISE CLUES

When he was discovered dead, Mr. Kelley had a bullet hole in his thigh and a knife wound in his back.

Mr. Jones shot at an intruder in his apartment building at 12:00 midnight.

The elevator operator reported to police that he saw Mr. Kelley at 12:15 a.m.

The bullet taken from Mr. Kelley's thigh matched the gun owned by Mr. Jones.

Only one bullet had been fired from Mr. Jones' gun.

When the elevator man saw Mr. Kelley, Mr. Kelley was bleeding slightly but did not seem too badly hurt.

A knife with Mr. Kelley's blood on it was found in Miss Smith's yard.

The knife found in Miss Smith's yard had Mr. Scott's fingerprints on it.

Mr. Kelley had destroyed Mr. Jones' business by stealing all his customers.

The elevator man saw Mr. Kelley's wife go to Mr. Scott's apartment at 11:30 p.m.

The elevator operator said that Mr. Kelley's wife frequently left the building with Mr. Scott.

Mr. Kelley's body was found in the park.

Mr. Kelley's body was found at 1:30 a.m.

Mr. Kelley had been dead for one hour when his body was found, according to a medical expert working with police.

The elevator man saw Mr. Kelley go to Mr. Scott's room at 12:25 a.m.

The elevator man went off duty at 12:30 a.m.

It was obvious from the condition of Mr. Kelley's body that it had been dragged a long distance.

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Miss Smith saw Mr. Kelley go to Mr. Jones' apartment building at 11:55 p.m.

Mr. Kelley's wife disappeared after the murder.

Police were unable to locate Mr. Jones after the murder; they discovered that he had disappeared.

The elevator man said that Miss Smith was in the lobby of the apartment building when he went off duty.

Miss Smith often followed Mr. Kelley.

Mr. Jones had told Mr. Kelley that he was going to kill him.

Miss Smith said that nobody left the apartment building between 12:25 a.m. and 12:45 a.m.

Mr. Kelley's blood stains were found in Mr. Scott's car.

Mr. Kelley's blood stains were found on the carpet in the hall outside Mr. Jones' apartment.

INSTRUCTOR'S ANSWER SHEET

Mr. Kelley went to *Mr. Scott's apartment* where he was killed by *Mr. Scott* with *a knife* at 12:30 a.m. because *Mr. Scott was in love with Mr. Kelley's wife.*

Source: Dennis D. Coplen, Executive Director, Washington State Advisory Council on Vocational Education and past Washington State DECA Advisor and Chairman of the Board of Directors, DECA, Incorporated.

From: Student Group Exercises for Developing Human Relations Skills, Volume I; Dr. Robert L. McLaughlin

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3. LEADERSHIP EXERCISES

a. Leadership Question Sheets

Purpose

To expand students' understanding of leadership, to evaluate assumptions, and to analyze the functions of leadership in different contexts.

Materials

Copies of each worksheet.

Procedure

Group discussion of complete sheets.

(1) What is Leadership?

We all have known people whom we think of as leaders. We may think of ourselves as leaders. Others may also think of us as leaders. But do we know what leadership is? Do we know what makes a person a leader?

Here are ten (10) statements about leadership and leaders. Some are true and some are false. At the end of each statement, you will find a T for TRUE and an F for FALSE. Circle the T if you think the statement is TRUE, or the F if you think the statement is FALSE.

1. Leadership is something a person is born with; it cannot be learned. T.....F
2. Leaders are people who get elected or appointed to important positions. T.....F
3. Leaders find out what people need and want; then they help people find ways to get these things. T.....F
4. Leaders are practical, hard working people; they have no time for daydreaming. T.....F
5. Leaders are people who can set clear and concrete goals. T.....F
6. Leadership involves careful planning with others, rather than working alone. T.....F
7. Martin Luther King and John F. Kennedy were leaders, because they knew how to speak well in public. T.....F
8. Leadership involves lots of decision-making. T.....F
9. Leaders are always sure of themselves T.....F
10. Leadership involves our respect for the people we lead, as well as their respect for us. T.....F

Source: Multi-Cultural Youth Leadership, 1983, Donald Polk, President, Urban League of Eastern Massachusetts, Inc.

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(2) Who's the Better Leader?

For each pair of sentences below, place a check in front of the sentence that describes the person that you think is the better leader.

1. ___ The person who demands more status and prestige than other group members
   ___ The person who demands to be treated as an equal with no more status or prestige
2. ___ The person who knows that if you really want to get anything done correctly, you're probably going to have to "kick some ass" or do it yourself
   ___ The person who believes that if you give a group responsibility and freedom, they'll do a good job
3. ___ The person who tries to keep some distance between him/herself and the members of the group
   ___ The person who wants to be buddy-buddy with the members of his/her group
4. ___ The person who's well educated
   ___ The person who is not well educated
5. ___ The person who believes it's his/her responsibility to help make members better leaders
   ___ The person who feels it's important to have only one "chief" to a "tribe"
6. ___ The person who believes that group failure is mainly the responsibility of the leader
   ___ The person who believes that group failure should be shared equally by all members of the group
7. ___ The person who feels that a leader loses status or power when he/she admits to failure or lack of knowledge
   ___ The person who feels it's okay to admit shortcomings or failure, and that by admitting this, the leader gains rather than loses
8. ___ The person who feels that he/she shouldn't show his/her emotions
   ___ The person who feels free to be as emotional as he/she'd like
9. ___ The person who tries to stay in the middle of differing members and opinions

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___ The person who always lets his/her opinions be known and works to influence the group in his/her direction

Source: Sid Smith, Boston Public Schools

(3) The Ideal Leader (True or False)

1. Feels he or she can learn as much from the group as the group can learn from him/her ____
2. Believes the leader should be seen by the group as having more status or ability than the members ____
3. Believes that new, immature groups should depend, to a great extent, on his/her leadership ____
4. Feels superior to the group because of superior training and experience ____
5. Feels the group has the ability to solve its problems on its own, provided each member feels free to contribute ____
6. Believes that people are naturally good ____
7. Trusts each member of the group ____
8. Keeps a certain amount of distance between him/herself and group members in order to be most effective as a leader ____
9. Believes people are generally unmotivated and need inspiration from outside themselves ____
10. Believes the less educated and less informed most often have to be led by those with more education ____
11. Believes the more the leader exerts his/her influence, the better the results will be ____
12. Always stays a few steps ahead of the group in an effort to best determine the group's direction ____
13. Feels that group members will grow in their skills to the extent that they are able to exert leadership ____
14. Believes that everyone in a group (leaders and members) are equally responsible for group progress ____
15. Feels that attacks on his/her leadership are to be accepted as much as any other feelings ____
16. Feels that people are anti-social and self-centered ____
17. Feels people are uncomfortable and ineffective without a strong leader ____

18. Believes a leader must share his/her leadership position ____
19. Feels a leader loses prestige when he/she admits his/her lack of knowledge ____
20. Feels that a good amount of group dependency upon the leader is inevitable ____
21. Feels that skilled leaders usually make the best decisions ____
22. Treats every group member with equal amounts of respect ____
23. Seeks help from group members in every way possible ____
24. Knows that his/her rivals in the group are best avoided ____
25. Hopes the group will eventually forget he/she is "the leader" ____
26. Feels a leader must control his/her emotions ____
27. Feels a leader must control his/her feelings and opinions ____
28. Believes the leader should be primarily responsible for setting goals and content ____
29. Successfully prevents feelings of rivalry, hostility, resentment and the like from being expressed by the group ____
30. Throws his/her influence around to get the group moving in a particular direction ____
31. Knows that some group members need to be put in their place on occasion ____
32. Tries to minimize the participation of controversial, irritating or disruptive group members ____
33. Is impartial; tries to stay in the middle of differing members and opinions ____
34. Is supportive of challenges to his/her authority ____
35. Knows it's important to occasionally administer "punishment" to uncooperative or non-productive members ____
36. Always supports majority rule, even when it goes against well-established group policies and his/her better judgment ____
37. Always works as hard or harder than the other members of the group ____
38. Knows that if you really want to get anything done, and done correctly, you're probably going to have to do it yourself ____
39. Understands that leadership is a lonely, thankless task ____

Source: Sid Smith, Boston Public Schools

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b. Leadership Styles

Purpose
To enable students to examine five styles of leadership and to determine which one best reflects their own personal style.

Materials
Styles of leadership sheet. Assignment sheet.

Procedure
Group discussion.

Five Typical Styles of Leadership Behavior

1. "Telling" . . . The leader identifies a problem, considers alternative solutions, chooses one of them, and then tells his or her followers what they are to do. He or she may or may not consider what he or she believes the group members will think or feel about the decision, but they clearly do not participate directly in the decision making. Coercion may or may not be used or implied.
2. "Persuading" . . . The leader, as before, makes the decision without consulting his or her group. However, instead of simply announcing his or her decision, he or she tries to persuade the group members to accept it. He or she describes how his or her decision fits both the interests of the organization and the interests of the group members.
3. "Consulting" . . . This time the leader gives the group members a chance to influence the decision from the beginning. He or she presents a problem and relevant background information, then asks the members for their ideas on how to solve it. He or she may give his or her tentative solution for their reaction. In effect, the group is asked to increase the number of alternative actions to be considered. The leader then selects the solution he or she regards as most promising.
4. "Joining" . . . Here the leader participates in the discussion as "just another member"—and *agrees in advance* to carry out whatever decision the group makes. The only limits placed on the group are those given to the leader by his or her superiors. (Many research and development teams make decisions this way.)
5. "Delegating" . . . The leader defines a problem and the boundaries within which it must be solved. Then he or she turns it over to the

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group to work out a solution that makes sense to the implementers. He or she agrees to support their solution as long as it fits within the boundaries.

A Leader Might Ask

1. In reviewing my recent leadership behavior, what style of leadership (Tell-Persuade-Consult-Join-Delegate) have I chosen most frequently?
2. Is my leadership usually influenced more by forces in myself, forces in the group, or forces in the situation? Have I tended to neglect any of these forces?
3. Do I usually let the members of my group know how I intend to use my authority as the leader, and how much influence they will have in making a particular decision?
4. How much attention do I give to the long-run objectives (increased motivation, individual development, teamwork, etc.) when choosing a leadership style?
5. How well do I know the expectations of those I lead? Do I make it possible for them to tell me what they like and don't like about my leadership?
6. When I am a member of a group, rather than the leader, what leadership behavior makes me strive to do my best?
7. Comparing my leadership behavior now to what it was a year or two ago, can I detect any trends or changes? If I am more "leader-centered" or "group-centered" than previously, what may be the major causes for this change?

Source: Greater Boston Regional Education Center, Student Service Center

In a brief paragraph of no more than ten sentences, please describe which leadership style fits you best and why.

B. How We Relate to Ourselves and Others

This section is designed to help students develop responsibility, confidence and respect for self and other people. These exercises will help student leaders to examine the role they play in different contexts and how their behavior may either help or hinder the achievement of their goals. Particular attention is given to issues of racism and sexism.

1. RESPONSIBILITY SURVEY

Purpose

Students will clarify their responsibilities as members of various social groups, most particularly as students and student leaders.

Materials

Identity and Responsibility Questionnaires for each participant.

Procedure

- Hand out the "Identity and Responsibility Questionnaire" to all students and have them fill in their responses. (It's valuable for the teacher to also take part in this activity.)
- Break class into groups of 3–5. Have each student introduce himself or herself to other group members by reading answers to #1–#11. Readers have the option of passing on any question. Likewise, listeners may ask for more information, with the reader exercising the option of giving or not giving more information.
- Group members should proceed to read their responses to each of the subsequent sections, one at a time, after which they are to reach a consensus within their group. One group member should record the group's decision on a piece of newsprint and be prepared to present this to the larger class.
- Post the decisions of each group on the blackboard or a wall, side by side. Ask each recorder to read and explain the group's responses, taking one section at a time. Record on a separate sheet of newsprint any responses that are common across all the groups (consensus). Have another student record any divergent answers.
- Have the total group discuss their divergent answers. You may want the group to prioritize these lists if there have been few common cross-group responses.

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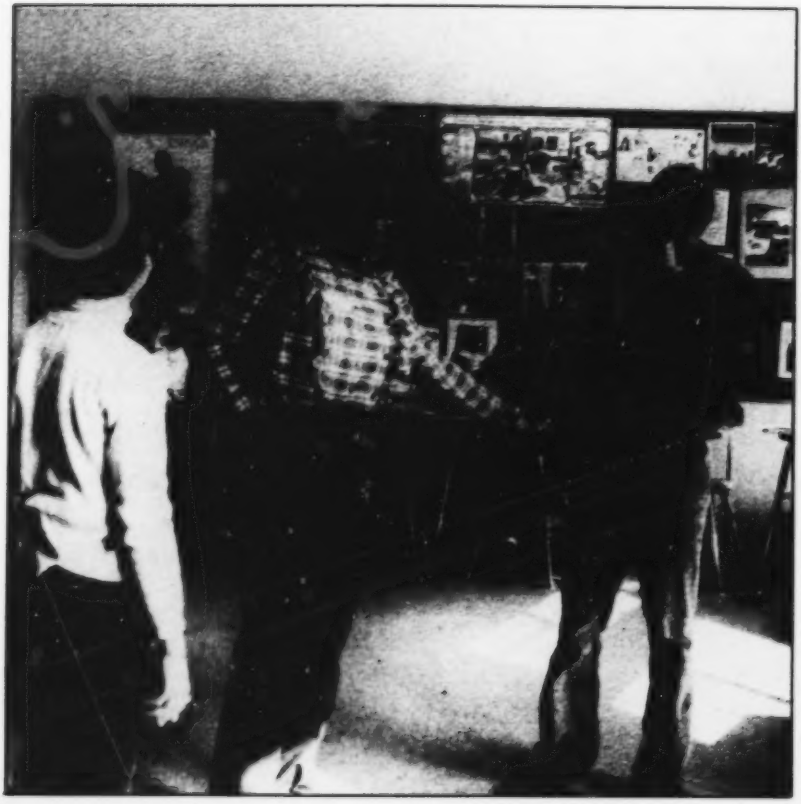
- Focus on student responsibilities, asking each students to rank each responsibility, using the following scale:

1	2	3
Top Priority	Priority	Low Priority

- Tally and rank the student responsibilities. Record.
- Group Discussion: What are we doing to act on our responsibilities? How are we failing?

Source: Sid Smith, Boston Public Schools



Identity and Responsibility Questionnaire

Section I:

1. My name is _____ 1(a). Sex: M ____ F ____
   Full Name

2. I live at _____.
   Address, Neighborhood, City

3. I am _____ of age. I was born on _____.
   Years, Months, Days Birthdate

4. My astrological sign is _____.

5. I was born in _____.
   City, State, Country

6. I live with _____, _____
   Name, Relationship, Age

   _____, _____

   _____, _____

   _____, _____.

7. I am a student at _____.
   School Name

8. I am in the _____ grade.

9. I am a _____ of the _____.
   Member, Officer Student Organization(s)

10. I trace my ancestry back to _____, _____, _____.
    Country Country Country

    10(a). I am a member of the _____ race.
    Racial Group(s)

11. The one thing I value most in life is _____.

Section II

1. List your three most important responsibilities as a member of your family.

   a. _____

   b. _____

   c. _____

2. Have you picked up any of these responsibilities over the past year? ____ Yes ____ No

3. List two new responsibilities you expect to assume over the next year.

a. _____

b. _____

Section III

1. List your three most important responsibilities as a member of your community.

a. _____

b. _____

c. _____

2. List any new responsibility you will assume over the next three years.

_____

Section IV

1. List any responsibilities you feel are important to you as a member of your particular sex, racial or ethnic group.

a. _____

b. _____

c. _____

Section V

1. List the three most important responsibilities you have toward your friends.

a. _____

b. _____

c. _____

Section VI

1. List your three most important responsibilities as a high school student.

a. _____

b. _____

c. _____

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2. Did you assume any additional responsibilities when you moved from middle to high school? ____ Yes ____ No

3. Name the most important new responsibility. _____

_____

Section VII

1. List any additional responsibilites you feel are important, given your role as a member of a student organization.

a. _____

b. _____

c. _____

Section VIII

Check the appropriate answers to the following questions:

Who should be responsible for . . .

	Parent	You	School	Gov't	Other
1. ... clothing you?	____	____	____	____	____
2. ... feeding you?	____	____	____	____	____
3. ... providing you with spending money?	____	____	____	____	____
4. ... providing you with shelter?	____	____	____	____	____
5. ... caring for your health?	____	____	____	____	____
6. ... helping you find a job?	____	____	____	____	____
7. ... educating you?	____	____	____	____	____
8. ... making sure your school is the best it can possibly be?	____	____	____	____	____
9. ... protecting your rights as a student?	____	____	____	____	____
10. ... protecting your rights as a citizen?	____	____	____	____	____

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11. ... the health and welfare of your family? _____ _____ _____ _____ _____

12. ... the health and welfare of your friends? _____ _____ _____ _____ _____

13. ... the health and welare of your fellow students? _____ _____ _____ _____ _____

14. ... the health and welfare of your fellow Americans? _____ _____ _____ _____ _____

15. ... the health and welfare of people around the world? _____ _____ _____ _____ _____

16. Are you living up to all of your responsibilities?
_____ Yes _____ No

17. Where are you falling down on the job? _____

_____

_____

18. Why are you falling down in these areas? _____

_____

19. What can you do about it? _____

_____

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2. CONFIDENCE BUILDING

Purpose

To help participants become aware of their individual qualities, skills and achievements, and to foster self-confidence in each participant's presentation of self.

Objectives

Participant will

- Become aware of many of the things he or she individually can do;
- Acknowledge his/her own personal achievements throughout his or her life;
- Give and receive positive feedback on each other's achievements, qualities and skills;
- Foster self-confidence in each other and self

Materials

Newsprint; markers

a. Two-Adjective Self-Description

Ask participants to write down two postitive words that describe themselves, such as "honest," "creative," or "caring." Ask them which of the two has the most impact for them. Why? Encourage them to say their words out loud. Go around the room and ask each person for his or her self-description.

Any surprises? Note that if they were asked this last week or next week, they might have different answers. Each of us has many positive qualities, some of which become emphasized at different times. However, all of them are qualities that we carry throughout our lives consistently. We may not always feel our strengths, but when we need them, they will be there for us.

b. "I Can" Exercise

Break the group down into small groups of 4–5 people. Each person gets a chance to talk for one minute to the rest of the small group by repeatedly completing the sentence, "I can . . .". A few examples might be: "I can be calm in time of crisis," "I can play the piano," or "I can ride a bicycle."

Ask them to rattle off their "I can's" without going back on them and without stopping to think too much. *No qualifying,* such as

"Well, I can't really, but one time I did."

Time the exercise so that each person in the group gets one minute for himself or herself. This exercise is often embarrassing for people to "brag" about themselves, but it generally does make them aware of all the things they can do and that they forget about sometimes. It builds confidence and helps them realize it's okay to say good things about themselves to others.

c. List of Achievements

Take the participants on a five minute guided fantasy through their lives, asking them to remember along the way things they did which they are proud of.

GUIDED FANTASY (Ad lib to best fit your particular group). Please get as comfortable as you can in your seats. Close your eyes and relax. Begin breathing deeply, letting each breath you take relax you even more. The trip we are going on today is one in which you will look at all the things you've done in your lives which you are proud of. It can be anything—learning to ride a bike, defending yourself, getting a job, taking care of children, doing well in school—anything and everything that has given you pride . . . I'd like you to think back to when you were a child. Think about your first years in school . . . Picture those years and focus in on anything you did that made you feel proud . . . Go through these young years and remember the times you felt proud of yourself for your accomplishments. When were these times? . . . How old were you? . . . What did you do? . . . These were your achievements. How did you feel about them and yourself? . . . You are now getting older. You are a young teen. What achievements did you have in these years? . . . What did you do that made you feel proud, regardless of the other things in your life that were affecting you? . . . As you move through your teenage years, what achievements mark this time for you? Focus in on the times when you felt successful, no matter what else was happening in your life . . . Now continue to grow older, slowly, marking each year as you progress with the things you did which made you feel your own pride, the pride of your personal success, the achievements in those years and the feelings that those achievements instilled in you . . .

As you come closer to your present age, what have been your most recent achievements? . . . What strengths, qualities and skills did you develop or use in order to create the success of those

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achievements? . . . Continue to come closer to the present time. What did you achieve the week before last that made you feel proud? . . .

What did you achieve last week that made you feel proud? . . .

What did you do today that made you feel proud? . . .

Now, stay with that feeling of pride from all your achievements. Let it fill you. Feel the strength of it . . . The warmth of it . . . Where in your body is this feeling felt the most? . . . What does it do for you? . . . And what did you do to put it there? . . .

In a moment, I will ask you to open your eyes and write down, on a paper that I will give you, all the achievements you thought about during this guided fantasy.

When you are ready, open your eyes and feel alert and clear.

▲ Pass out the achievements/skills sheet.

▲ Ask participants to list achievements on one side and the skills it took to accomplish these feats on the other side.

▲ When participants have finished their sheets, go around the room and ask each participant to say out loud one achievement and the qualities and skills it took to accomplish it. Then ask the group to add any qualities or skills they can think of that the person used on this achievement.

	ACHIEVEMENTS	SKILLS
1.		
2.		
3.		
4.		
5.		
6.		
7.		
8.		
9.		
10.		
11.		
12.		

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d. Describe Each Person

On a flip chart in front of the room, write, one by one, each person's name on the top of the page and have the group yell out positive words to describe that person. Six to eight words will do. When the person's chart is complete, rip it off and hand it to the person to keep.

e. "I learned" statements.

Have each student choose one of the following statements and finish it. Passing is allowed.

I learned that I . . .
I re-learned that I . . .
I realized that I . . .
I was surprised that I . . .
I noticed that I . . .
I was disappointed that I . . .
I was pleased that I . . .
I was aware that I . . .

Source: Vivian Carlo, Director of Student Affairs, Boston Public Schools

3. ASSERTIVE, AGGRESSIVE AND PASSIVE BEHAVIOR

Purpose

To help participants become aware of their positive individual qualities and strengths in order to increase their self-confidence, assertiveness and ability to treat others with dignity, respect, courtesy and attention.

Objectives

- Define and understand the four basic human rights that assertive behavior affirms: dignity, respect, courtesy, and attention.
- Understand the difference between assertive, passive and aggressive behaviors.
- Identify how he or she responds when confronted with a variety of stressful situations and be able to identify alternative responses.

Materials

Newsprint, markers, copies of "Assertiveness Self-Evaluation" and "Situations" worksheets for each participant.

a. Developing a Belief System

Assertive behavior affirms four basic human rights: dignity, respect, courtesy and attention. Using newsprint, have the students brainstorm definitions of these words. Their definitions should include:

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Dignity: A sense of one's own worthiness; pride; self-respect

Respect: Recognition that a person is worthy of honor, care, consideration or admiration; a sense of worth or excellence of a person

Courtesy: An act of kindness, thoughtfulness, respect or consideration for others

Attention: Observant care, consideration and thoughtfulness; looking, listening or thinking carefully to someone.

Discuss how these concepts develop a sense of personal worth and provide a solid foundation for effective personal relationships. When you feel good about yourself, you also feel good about the people and the world around you. This positive outlook is then mirrored by how others see and react to you.

b. Assertiveness Self-Evaluation

How we feel about ourselves says a lot about how we respond to different situations and other people. When we feel good about ourselves, we are more willing to speak up, take risks, meet with different types of people and defend our rights and those of others. Distribute the attached Self-Evaluation for Assertion worksheet. A "yes" answer to any of the questions demonstrates a lack of assertiveness in that particular area. By reviewing our responses, we can try to increase our percentage of "no" answers over time.

Discuss these different examples in the large group. Ask students if they see any common pattern to their behavior.

Introduce the three concepts of passive, aggressive and assertive behaviors. Write brief definitions of all three on newsprint.

Passive: Behavior which is intended to pacify, ignore or calm down a stressful situation at the cost of the individual's rights, dignity and self respect (I lose, you win).

Aggressive: Behavior which affirms an individual's rights but violates (in some form) the rights of others (I win, you lose).

Assertive: Behavior which enables a person to act in his or her best interests, to express honest feelings comfortably, and to exercise personal rights without denying the rights of others (I win, you win).

Give the students a few moments to read the definitions on their own. Following this, read each definition aloud and discuss fully.

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Self-Evaluation for Assertion Worksheet

Read through the following questions and answer as honestly as you can with a yes or a no as to how you would respond in the situation that is described. What circumstances would have to be different for you to feel or respond differently? Do you see any pattern to your responses?

QUESTION. 1. In class, you are uncertain about the meaning of something the teacher has just said. Do you sit in your seat *without* asking for an explanation?

QUESTION. 2. At the checkout counter of a department store, someone cuts in line in front of you. Do you boil inside yet say nothing?

QUESTION. 3. Is your voice so soft that people have trouble hearing you?

QUESTION. 4. Is it hard for you to look people in the eyes when talking to them?

QUESTION. 5. Do you conduct yourself according to the adage, "If you can't say anything nice, don't say anything at all"?

QUESTION. 6. Your friend has broken a promise to you. Do you hide your disappointment from him/her?

QUESTION. 7. Do you often answer a question concerning what you would like to do with: "I don't care." "It's up to you." "Whatever you want."

QUESTION. 8. A friend had just commented that your new haircut is very flattering. Are you embarrassed and uncomfortable because of the compliment?

QUESTION. 9. You must ask three people to write references for you. Is this a task you wish to avoid?

QUESTION.10. You cannot hear what the teacher is saying because two students near you are talking. Do you wait for the teacher to reprimand them?

c. Assertive/Passive/Aggressive Situations

Break the large group down into small groups of 4–5 people. Give each group a copy of one of the situations listed. Each group should work together to determine three possible responses to their situation—one assertive, one passive, and one aggressive. Students

may role play these situations.

After the students have worked out their solutions in their small groups, have them come back together to discuss the different situations and how they handled them.

Situations Worksheet

Your history teacher has given you a "C" on a term paper and you feel you deserve an "A" on it. What do you do?

Tonight was your night to do the dishes. You're supposed to get them finished by 7:30 and it's now 7:45. The reason you don't have them finished is that your best friend came by at 7:15 and it's taken you a half hour to break away. However, before you can go to the kitchen to do the dishes, your mother comes to you, screams at you in front of your friend and embarrasses you. What do you do?

You are attending a party where you know very few people. Introduce yourself to those whom you would like to get to know. How do you do this?

You are waiting at the refreshment counter of a movie theater. For the third time, the attendant overlooks you to wait on an adult. What do you do?

You are in the cafeteria in your school with a group of your friends. Some of them start to make fun of and imitate another student who talks with a lisp. The student tries to ignore them but you know it must make him feel bad. What do you do?

Source: Thompson, D. Cooper, and Hergert, Leslie F., "Sexual Harassment Cases for Students," The Network, 290 S. Main St., Andover, MA.

d. "I Learned" Statements

Have each student choose one of the following statements and finish it. Passing is allowed.

I learned that I . . .
I re-learned that I . . .
I realized that I . . .
I was surprised that I . . .
I noticed that I . . .
I was disappointed that I . . .
I was pleased that I . . .
I was aware that I . . .

Source: Adapted by Patricia DeRosa from materials by Sid Smith (Boston Public Schools) and Susan Riley (Project Scope).

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4. ROLES PEOPLE PLAY AND HIDDEN AGENDAS

Purpose

1. To learn about forces that help and/or hinder group process and effectiveness.
2. To recognize the roles members may play in groups and the reasons behind behavior.
3. To better understand group dynamics.

Materials

Role Assignments; Hidden Agendas; Roles People Play sheets.

Procedure

Part I: Brief rap about the problems of communicating in groups, rather than one-on-one. Introduce Roles People Play in Groups sheet.

Participants are divided into groups of ten. Each person is given a role from the Role Assignment sheet to play. Topic of discussion: You are a drug abuse task force and you must agree on a goals statement. You are all students on a large student council. After 5–7 minutes, try guessing who played which roles. Include the entire group in the discussion.

Part II: Groups stay in tens. This time some people are assigned an added hidden agenda while others are to play themselves. Once again after 5–7 minutes, have students guess what those hidden agendas might be. Discuss, making the following points:

You can't accurately guess what another's agenda might be, but you can ask.

It's hard to find people with "pure motives" in a group, but not all hidden agendas are counterproductive.

Source: Greater Boston Regional Education Center, Student Service Center.

Role Assignments

Be yourself. In addition, you are a *summarizer.*

Be yourself. In addition, you are a *gate keeper.*

Be yourself. In addition you are a *consensus taker.*

Be yourself. In addition you are an *initiator.* Make up ideas. They don't have to be good ones.

Be yourself. In addition, you are a *compromiser.*

Be yourself. In addition, you are an *aggressor.*

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Be yourself. In addition, be a *dominator.*
You are a *playgirl/boy.* See yourself as a clown in need of attention.
Be yourself, and be an *avoider.*
Be yourself. In addition, you are an *informer,* You can offer facts (which you can just make up for this exercise).

Hidden Agendas

Be yourself. Be yourself.

Be yourself. Be yourself.

You want a date with someone in your group. Agree with everything he or she says, trying to impress him or her with your compatible ideas. Call his or her attention to you in other ways, subtly, of course, if you can.

You want to be the leader of this group because it will look good on your record.

You do a lot of drugs, and you're a member of this group to try to prevent them from being too heavy-handed or too rigid about punishing drug abusers who get caught in school.

You have to be home in ½ hour, and you're too embarrassed to let people know your mother rules you with such an iron hand.

Your brother died from an overdose of alcohol and downers. You have as your mission in life to try to prevent this from ever happening again to anyone.

You don't believe students have any real power in schools, and you think adults should be making these decisions. Besides, you think the health teacher in your school is wonderful!

Roles People Play in Groups

ROLES

Initiator: Proposing tasks, goals, actions; defining group problems; suggesting a procedure.
Informer: Offering facts; giving expression of feeling; giving an opinion.

Clarifier: Interpreting ideas or suggestions; defining terms; clarifying issues before group.
Summarizer: Pulling together related ideas; restating suggestions; offering a decision or conclusion for group to consider.
Reality Tester: Making a critical analysis of an idea; testing an idea against some data trying to see if the idea would work.

MAINTENANCE ROLES

Harmonizer: Attempting to reconcile disagreements: reducing tension; getting people to explore differences.
Gate Keeper: Helping to keep communication channels open; facilitating the participation of others; suggesting procedures that permit sharing remarks.
Consensus Tester: Asking to see if a group is nearing a decision; sending up a trial balloon to test a possible conclusion.
Encourager: Being friendly, warm and responsive to others; indicating by facial expression or remark the acceptance of others' contributions.
Compromiser: When his or her own idea or status is involved in a conflict, offering a compromise which yields status; admitting error; modifying in interest of group cohesion or growth.

BLOCKING ROLES

Aggressor: Deflating other's status; attacking the group on its values; joking in a barbed or semi-concealed way.
Blocker: Disagreeing and opposing beyond "reason"; obstructing the group's wish for personal reasons. Using hidden agenda to thwart the movement of a group.
Dominator: Asserting authority or superiority to manipulate group or certain of its members; interrupting contributions of others; controlling by means of flattery or other forms of patronizing behavior.
Playboy/Playgirl: Making a display in "playboy" or "playgirl" fashion of one's lack of involvement; "abandoning" the group while remaining physically with it; seeking recognition in ways not relevant to group task.
Avoidance Behavior: Pursuing special interests not related to task. Staying off subject to avoid commitment. Preventing group from facing up to controversy.

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5. MULTICULTURAL AWARENESS

Purpose

- To assist students in developing a cultural definition of self.
- To familiarize students with the definitions of culture, prejudice, stereotype, discrimination, and isms.
- To expand students' awareness of experiences which affect our cultural understandings of ourselves and others.
- To develop guidelines which could be helpful in increasing our multicultural awareness of ourselves and others.
- To examine strategies for interrupting discrimination.

Materials

Newsprint, markers used for brainstorming definitions.

Procedures

a. Brainstorm

Ask group to define: "What is culture."

Culture: A distinct set of values, norms, beliefs, customs and traditions by which people or groups of people define themselves.

b. Introductions

Have each student identify him- or herself by the following:

1) Name
2) Kind of neighborhood you grew up in
3) How you define yourself culturally

Write on newsprint all racial or ethnic groups mentioned to get a sense of the diversity of the group.

c. Definitions

Brainstorm the definitions of the following words:

1) Prejudice
2) Stereotype
3) Discrimination
4) "ism"

Prejudice: An unfavorable opinion about a person or group of people formed with knowledge.

Stereotype: A general viewpoint about a group of people not based on fact.

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Discrimination: Actions which deny people or particular groups resources based on race, sex, class, age or physical ability guaranteeing unequal life outcomes. Discrimination, then, sets up unequal situations often "blaming the victim": "If I did it, so can you," or "You can make it if you'd only try," or "Everyone has an equal opportunity."

Isms: Prejudice and Stereotypes enforced by people with more power than others, by institutions, and by cultural attitudes and values.

Prejudice + Power = Isms

d. Become Aware

Have group break down into triads and have each person discuss the following:

1) Tell about your first experience of becoming aware of people being a different race than yourself.
2) Describe an experience you've had dealing with an ism. How did you respond? Were you satisfied with your response? What would you like to do differently if the situation arose now?

e. Large Group Discussion

From your discussion in small groups, contribute a guideline which could be used as a way of opening all of us up to the experiences of people different from ourselves and which can assist us in interrupting discrimination.

f. I Learned Statements

Have each student choose one of the following statements and finish it. Passing is allowed.

I learned that I . . .	I noticed that I . . .
I re-learned that I . . .	I was disappointed that I . . .
I realized that I . . .	I was pleased that I . . .
I was surprised that I . . .	I was aware that I . . .

Source: Vivian Carlo, Director of Student Affairs, Boston Public Schools, and Patricia DeRosa, Leadership Coordinator, Boston Public Schools

6. MYTHS AND REALITIES OF SEXUAL HARASSMENT

Purpose

- To start students thinking about sexual harassment and its causes.
- To help students generate a definition of sexual harassment.
- To elicit and reveal the assumptions and myths which relate to sexual harassment and prevent students from standing up for themselves or others if they are harassed.
- To present basic information, statistics, and a perspective about sexual harassment.

Materials

Newsprint, markers, Sexual Harassment questionnaires.

Procedures

Part I: "What is Sexual Harassment?

Using newsprint, write "Sexual Harassment" at the top and have students brainstorm a definition. The following definitions may act as a guide:

- Sexual harassment is sexual attention imposed on someone who is not in a position to refute it. (Catherine McKinnon, *Sexual Harassment of Working Women)*
- Sexual harassment is any repeated or unwanted verbal or physical sexual advance, sexually explicit derogatory statement, or sexually discriminatory remark made by someone in the workplace which is offensive or objectionable to the recipient or which causes the recipient discomfort or humiliation or which interferes with the recipient's job performance. Sexual harassment can, and does, take place in all contexts: school, work, the street, social events, etc. (National Organization for Women (NOW))

Part II: Sexual Harassment Questionnaire

Detailed Description of the Activity:

- Have the students fill out the "Questionnaire on Sexual Harassment." Students should not sign their names.
- Randomly hand back the questionnaire to the students. The goal is for each student to have another person's paper in his/her

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hands and to "pretend" that those answers reflect his/her own opinions.

- Go over the questions with the students. For the first question, ask them to raise their hands to indicate the range within which the answer on the paper they have falls: a) 0 to 10%, b) 10 to 20%, etc. For the remaining questions, ask them to raise their hands to indi cate whether the paper they have agrees or disagrees with the statements on the questionnaire.
- If all the students respond to a particular statement in the same way, ask several of them to say why they responded in the way they did or why they did not choose the opposite answer. If some answered "Agree" and some "Disagree," ask them to imagine why someone might believe that statement is true or false. If only one person gave the wrong answer, that person will not be exposed and embarassed by this procedure. In this way, students may discover myths which lead to false statements.
- For those statements about which there is considerable disagreement, as an alternative to asking students why anyone would have responded in a particular way, try asking particular students to debate the truth of the statements. Students are to defend the position represented by the papers in their hands, or they may volunteer to defend either side. Conclude this activity by giving students correct information.
- Duplicate and hand out the correct responses to the questionnaire "Sexual Harassment Myths and Realities." Ask students to write an additional "myth and reality" statement related to sexual harassment in the format of the handout.

Questionnaire on Sexual Harassment

	Agree	Disagree
1. Sexual harassment affects _____% of the female work force.		
2. Sexual harrassment is a problem for female students in schools.	_____	_____
3. Men harass women because they are young and attractive.	_____	_____
4. Women of all races are equally subject to sexual harassment.	_____	_____

5. Only people in authority, bosses and supervisors, are in a position to commit serious sexual harassment. _____ _____

6. In most sexual harassment cases, the woman invited the advance by her dress or behavior. _____ _____

7. Sexual harassment is just an interpersonal problem. _____ _____

8. Currently, adequate remedies exist to handle sexual harassment cases. _____ _____

9. Men are sexually harassed as often as women are. _____ _____

10. The best way for a person to handle sexual harassment is to ignore it. _____ _____

11. Sexual advances should only be considered sexual harassment if they are repeated—that is, not if they are one-time occurrences. _____ _____

12. Both parties must consider an act unwanted or unsolicited for it to be defined as sexual. _____ _____

Correct Responses to the Sexual Harassment Questionnaire

1. Sexual harassment affects *88%* of the female work force. In a 1986 survey in *Redbook* magazine, 88% of the 9,000 respondents reported that they had experienced one or more forms of unwanted sexual advances on the job. In a 1980 random sample survey of the federal work force, the National Merit Systems Protection Board found that 42% of the women surveyed had experienced sexual harassment within the two years before the survey. This did not include harassment they had experienced earlier in their working lives and did not include women who had left their jobs due to sexual harassment. Therefore, it does not seem farfetched to think that 88% of working women may be sexually harassed at some time during their working lives. (See Section 3)
2. Sexual harassment is a problem for female students in schools. (Agree) As described in Section 1, sexual harassment has been reported by significant numbers of high school women. It has

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detrimental effects on their emotional and social well-being, hampers their educational progress, and results in a denial of equality of educational opportunity.

3. Men harass women because they are young and attractive. (Disagree)
   a. Women experience sexual harassment regardless of their appearance, age, race, marital status, occupation or socio-economic class. The diversity of women who reported sexual harassment in the 1980 Merit Board survey, including women of all ages, races, occupational categories, educational levels, and salary levels, represented in the federal work force, demonstrates that sexual harassment is not caused by characteristics of victims. (See the introduction to this section for a discussion of "blaming the victim.")
   b. Sexual harassment must be distinguished from sexual attraction. As with rape, sexual harassment is an assertion of hostility and/or power expressed in a sexual manner; it is not an expression of attraction.
4. Women of all races are equally subject to sexual harassment. (Disagree) Women of color may be more subject to sexual harassment than white women, even though all women are subject to sexual harassment. Racist assumptions such as the belief that black women are exposed to sexual activity at an early age, are more sensuous, and are not as upset by sexual harassment, are not only examples of "blaming the victim" but also myths which increase black women's vulnerability. In addition, women of color tend to be in the lowest paying and lowest status positions, which also increases their vulnerability and limits their options when they are harassed.
5. Only people in authority, bosses and supervisors are in a position to commit serious sexual harassment. (Disagree) Co-workers, clients, and customers can also harass women at the workplace. Clients and customers threaten to withdraw their business. Co-workers make work intolerable. Both complain to the boss—or already have the boss's support. Students can make school intolerable for their peers, just as co-workers can.
6. In most sexual harassment cases, the woman invited the advance by her dress or behavior. (Disagree)

a. To repeat the point above, sexual harassment is not motivated by sexual attractiveness.
b. Of course, women like to dress attractively; that does not mean they want to attract *everyone* or that they are looking to be sexually harassed.
c. Often women are expected to act or dress seductively both to get and keep their jobs.
d. This is another example of "blaming the victim."

7. Sexual harassment is just an interpersonal problem. (Disagree)
   a. A firm "no" does not discourage all sexual harassment. Therefore, the problem cannot be "just a misunderstanding." (See also the text of Section 3).
   b. Legally it is the responsibility of schools and employers to address the problem—it is not just a "private" matter.
8. Currently, remedies exist to adequately handle sexual harassment cases. (Disagree) Society continues to view sexual harassment from a double standard. While the sexual harassers are tolerated—boys will be boys—the women victims bear the brunt of the blame. Personnel managers, union representatives, human rights agencies, courts, and legislators reflect these discriminatory attitudes. Women who seek assistance from these sources to stop sexual harassment are frequently placing themselves at risk of humiliating indifference, ridicule, or even further sexual insinuation and harassment. Nevertheless, it is important to use these channels where possible. "Adequate" is the key word in this statement.
9. Men are sexually harassed as often as women are. (Disagree) In the 1980 Merit Board survey, 15% of the men reported sexual harassment. Men consistently report fewer of the more serious forms of sexual harassment than women do. In addition, there is some question about whether men and women mean the same things when they report sexual harassment behaviors. For example, men's reports of sexual harassment seem to indicate that they may be flattered rather than upset by the situation. (See Section 3 for additional information on differences between men and women.)
10. The best way for a person to handle sexual harassment is to ignore it. (Disagree) See the "escalating vignettes" in the curricu-

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lum section—sexual harassment which is ignored often escalates. It is important to take some action in order to let the harasser know that his attention is unwanted and to alert other people to the problem.

11. Sexual advances should only be considered sexual harassment if they are repeated—that is, not if they are one-time occurrences. (Disagree) A demand from a boss that a woman sleep with him in order to keep her job, need only happen once to be sexual harassment. More ambiguous or subtle behaviors may be sexual harassment even if they only happen once if the person to whom they are directed cannot say "no" without fear of economic or educational consequences.
12. Both parties must consider an act unwanted or unsolicited for it to be defined as sexual harassment. (Disagree) See Sections 2 and 4—even in the courts it is the victim's perspective, not the harasser's, which matters.

Source: Klein, Freida and Wilber, Nancy, "Who's Hurt and Who's Liable: Sexual Harassment in Massachusetts Schools," Mass. Dept. of Education 1982.

C. Skills and Practice

This section allows youth leaders to develop their planning, presentation, and decision-making skills. It includes exercises where participants must demonstrate negotiation and intervention skills, and make choices in "real life" situations through role plays. Also included are sessions on planning theory and public speaking—two essentials for youth leaders to develop and practice.

1. PLANNING FOR CHANGE

Purpose

To teach students a systematic planning and evaluation process.

To have students use this process to develop an action plan around an issue of their concern.

Materials

Copies of the force-field analysis sheet.

Procedure

The group leader works with the students to explain the step by step procedure of planning.

1. Define the problem
2. Brainstorm possible strategies and solutions
3. Determine consequences of solutions
4. Establish priorities and choose a strategy
5. Design an action plan.

A problem that is small and simple should be used to demonstrate the process, for example, the room is too hot. Follow through the process with possible strategies such as opening a window, changing rooms, getting a fan, wearing lighter clothes, etc. Follow through the entire process.

Once the students understand the procedure, have them identify a problem or area of concern to which they would like to direct their efforts. Brainstorm possible solutions to the problem. Then divide the group into subgroups corresponding to the number of proposed solutions. Have each group take one of the proposed strategies and work on a force-field analysis chart. When groups have completed their task, have them share their findings in the large group and determine the best strategy. Begin the initial planning to achieve your goal.

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Keep in mind that this will be a long-term project. It may be school-based (changing the school dress code policy) or it may be community-based (organizing a neighborhood clean-up campaign); a social activity (planning a school dance) or educational event (presenting a forum on peace and nuclear disarmament). The possibilities are endless!

Source: Patricia DeRosa

Force Field Analysis Worksheet

1. Statement of problem:

2. Proposed solution/strategy:

HELPING/MOVING FORCES FORCES	HINDERING/HOLDING
1.	1.
2.	2.
3.	3.

ACTIONS TO INCREASE IMPACT OF HELPING FORCES	ACTION TO REDUCE EFFECT OF HINDERING FORCES
A.	A.
B.	B.
C.	C.

NOTES:

2. PUBLIC SPEAKING

Purpose

To teach the skills of public speaking.
To understand the impediments to effective public speaking.

Materials

A towel, a blindfold, Ten Keys to Public Speaking sheet.

Procedure

Have students form a circle. Select one or more volunteers for each item on the sheet. Each activity demonstrates an exaggerated example of a bad public speaking habit. Participants try to identify the correct skills needed for effective public speaking.

Ten Keys to Public Speaking: Exercise

SKILL	VOLUNTEER'S CONTRARY ACTIVITY
1. Holding your body	Standing on one foot, twirling around in a circle
2. Speaking clearly	Putting towel in mouth, then trying to talk about favorite flavor of ice cream
3. Making good eye contact	Spinning in a circle and looking everywhere but at people's eyes while talking
4. Speaking slowly	Talking very fast and asking the audience what was said
5. Reading your audience	Speaking to group while blindfolded
6. Staying calm and not getting defensive	Excitedly shrieking in a defensive tone: "It wasn't me. I didn't do it!"
7. Using hands for emphasis	Flying like a bird
8. Making sure your arguments back up your point	Stating favorite flavor of ice cream and backing it up by describing what goes into good pizza

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9. Not getting side-tracked	(3 volunteers) Volunteer talking on topic while two other volunteers distract and disrupt by booing and hissing
10. Believing in yourself	Have four people form a zero with their bodies (you're not a zero!)

Source: Community Training and Assistance Center

3. PROBLEM SOLVING

Purpose
To help youth learn to recognize how conflicts can escalate and be misinterpreted and to help them analyze alternative responses and interventions.

Materials
Question sheets.

Procedure
Read the situation to the group (or role play if you prefer). Give students time to ask clarifying questions about the incident. Use the discussion questions as a guide to analyze the incident.

Situation:

There is a potential for this to happen all the time; real leadership can prevent it. It is the end of lunch time in mid-winter. Six boys, 3 white and 3 black, are walking out of the cafeteria. There is construction going on in the area. A black and a white boy begin to yell at each other. A fight starts and others join in. You are there.

Ask now if there is any other information they'd like to have, such as: Are there any others present? (Some construction workers.) Who else is in the cafeteria? (Assistant Principal.) What is the size of the boys? (Big.) Are there weapons? (Not sure.)

Discussion Questions
1. What would you do? Why?

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2. What would you think about doing but not do? Why wouldn't you do it?
3. Would it make any difference if there were girls involved instead of boys?
4. Is this a racial incident? If so, what makes it that way? If not, why not?
5. When it's over, and it's the next day, and you see one of your friends at school who asks you what happened, what would you say? Would you say the same thing, regardless of your friend's race?
6. How can a leader help prevent the yelling from turning into a fight?

Source: Community Training and Assistance Center

4. CASE STUDY: PROBLEMS OF ABUSE

Purpose

To help students realize the variety and complexities of roles in a given situation and how those roles influence our responses to problems. This particular situation also provides an opportunity to discuss the sensitive issue of child abuse.

Materials

Copies of the situation and the questions.

Procedure

The situation can be read or role played. Whichever method is selected, it is important to have students respond to the situation from different characters' perspectives.

Case Study:

Single-parent family; the mother works in the evening.

Three Children:

1 male, 17 years old, high school student

1 female, 10 years old, elementary student

1 female, 6 years old, elementary student

The older brother is left to babysit with the younger children each evening when their mother goes to work. He abuses the younger siblings on a regular basis.

The children are observed by their teachers as having bruises

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and tenderness when touched by other students. They are referred to their school principal but are afraid to confide in her.

The mother is notified of the suspected child abuse by the principal. She does not deny her older son hits the younger children but has no one else to keep them while she is at work.

Problems of Abuse

1. If you were a friend of the girls, and thought there might be some child abuse, what would you say to them?
2. What would you think of saying but not say? Why?
3. If you were the principal, how could you help someone to open up who is afraid to?
4. If you were the mother, what options would you have?
5. If you were a teacher, and suspected that one of your students was being abused, what would be the best thing to do?
6. As one of the kids being abused, how would you feel? What options would you have?
7. If you were the older brother, what would cause you to act this way?

Source: Community Training and Assistance Center

5. NEGOTIATING AND DEALING WITH ADMINISTRATORS

Purpose

- ▲ To help students learn to plan effectively when presenting proposals or ideas.
- ▲ To initiate discussion of issues regarding youth/adult relationships.
- ▲ To give youth experience in presenting ideas, advocating and negotiating through simulated role play situations.

Materials

Role play assignments ("Respect? Everybody needs It" skit).

Procedure

Start off this exercise with a discussion about youth/adult relationships. How do young people feel they are treated by adults in authority when they approach them with ideas, suggestions, or criticisms? Do they feel respected or do they feel put down or trivialized? Do they feel that their ideas are taken seriously or do they feel that

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adults aren't listening to them? How do the ways in which ideas are presented affect how they are responded to?

With this last question, outline and discuss this basic three-point process of approaching meetings with adults:

1. Go in with solutions, not just problems.
2. Observe and record for positive documentation.
3. Pre-plan; know who is going to say and do what.

Present a sample problem to the group, e.g., the Headmaster has changed the Student Council meeting schedule without notifying or consulting with any students.

- ▲ Have participants break into small groups and create a short skit depicting how they would deal with the school administration on this issue and then present it to the large group.
- ▲ Give one group a copy of the attached skit to act out for the rest of the group. It is an idealized version of how the negotiation process could happen. Ask students for their input and comments about what they think might really happen. How would they deal with these situations?

It is important for youth to act these roles out because verbalizing suggestions in a group is very different from actually feeling the words come out of one's mouth and directing them at another person. This is especially true in situations where the power relationship is unequal (i.e., youth-adult; worker-boss; student-teacher, etc.).

The skit "Respect? Everyone Needs It" is included only as a resource. Trainers are encouraged to work with youth to design situations that are most applicable to their particular groups.

Respect? Everybody Needs It—A Skit

Sandy — Member of Student Council
Chris — Vice-President of Student Council
Laura — Member of Student Council
Mrs. Scott — Headmaster
Jennifer — Student Council President

SETTING: A Committee of the Student Council is having a discussion in the cafeteria during lunch.

Sandy: *(Coming in late and furious.)* They do this all the time, who do they think they are, don't we count too?!

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Jennifer: What are you talking about?

Sandy: Change this! Change that! They never care about what students feel, think, or want!

Laura: Sandy, calm down! Tell us what happened.

Sandy: You mean you guys haven't heard yet?

Laura: Heard what? You've been babbling for ten minutes but haven't told us a thing.

Chris: Now will you just calm down and translate into English. (*Pause.*)

Sandy: *(Takes a deep breath.)* The reason I'm so furious is that Mrs. Scott changed the schedule of the Student Council Meeting from lunch period Mondays to seventh period Fridays without talking to any of us. Ooo, I'm just gonna go to her office and tell her how I feel! *(Stands up and starts to leave.)*

Laura: *(Going after Sandy and grabbing her arm.)* Sandy! Sandy, you can't just go into her office like that. What would you say? I know you're upset but there are ways of presenting things so you can be heard. I'm upset too that she would change the meeting without consulting us.

Chris: Laura's right. Why don't we get the chart?

Jennifer: What chart?

Chris: Don't you remember? The one that gives you different perspectives on how to go about approaching people in a way that you can be heard.

Laura: That's right! I know where it is. (*Gets chart.*)

Jennifer: Thank you. Here, I'll read it. (*Starts reading.*)

How to Approach Your Headmaster

1. Go in with solutions, not just problems
2. Observe and record for positive documentation
3. Pre-plan—know who is going to do what.

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Sandy: Well, come on, let's get started. (*All huddle around table and start talking.*)

Jennifer: (*Standing up.*) Well, I think we're ready to go to Mrs. Scott. (*All leave.*)

(Mrs. Scott sitting at desk. Jennifer knocks and all four walk in)

Jennifer: Mrs. Scott, do you have a few minutes to talk with us?

Mrs. Scott: Sure, I'm always happy to talk to my students. A couple of you can sit down if you like. *(Laura and Sandy sit down.)*

Jennifer: We just found out about the shift in the meeting schedule. Can you explain to us the reason for this?

Mrs. Scott: Well, the decision was made after yesterday's Student Council meeting, when I got complaints from the custodian on the condition the room was left in. The Student Council had been warned about this before; and since the room was not left clean, Mr. Wilson and I decided it would be better not to hold the meetings during lunch.

Sandy: But why was it rescheduled during a class time? Students will find it hard to miss one class all the time.

Mrs. Scott: Do you have a better solution?

Laura: As a matter of fact we do. We thought that holding the meetings during a different period each week on the same day would be easier for the students to handle, since they would not miss the same class every week. On the first Friday, the meeting would be held during first period, the second Friday, second period, and so on.

Mrs. Scott: And where are you planning on having these meetings?

Chris: Well, we were planning on holding them in the rear

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section of the library.

Mrs. Scott: Have you spoken to the librarian about this?

Jennifer: Actually, we have. Mr. Arthur said that we could use that room for meetings if we ok'd it with you.

Mrs. Scott: Well, then, I'd like to arrange this formally with the Faculty Student Advisor so that the students can be excused from classes during meeting time.

Sandy: Mrs. Scott, I was really angry when I first heard about the change. Now I feel much better because I feel that we were heard. Thank you for that.

Mrs. Scott: Like I said, I'm always happy to talk *with* my students.

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